

Programme 91.†

L₂

(September to December, 1921.
(January to March, 1922, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text must be read and narrated first.
A & B *The Bible for the Young* (P.N.E.U. Office, 1/6 each):
(a) *Exodus*, Lessons 1-7, by Dr. Paterson Smyth; *St. Matthew's Gospel*, Lessons 1-7. Teacher to prepare beforehand and to use Bible passages in teaching, and to add such comments (from Paterson Smyth, say,) as will bring the passage home to the children. Children may use S.P.C.K. *Bible Atlas* (1/-).

Sunday Reading (optional): *Mackay of the Great Lake* (Milford, 3/6). *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *English Church History for Children*, Vol. II. (Methuen, 5/-). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-).

For private daily Bible reading children may use *Lectiones for Younger Children* (Spottiswoode, 1d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

† The 91st term of work set since the Parents' Union School began.

N.B.—The prices of books are constantly rising; those given are the latest before going to press.

Writing.

- A & B *A New Handwriting*,* by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from *Macbeth*. Two perfectly-written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully: then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written and oral).

- A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc.
B Stories from reading. Children in B who cannot write easily may narrate part.

English Grammar.

Parse and point out Subjects, Verbs, Objects.

- A Meiklejohn's *Short English Grammar** (2/-), pp. 18-25.
B *Short English Grammar*, pp. 1-9, teacher adding exercises.

English History.

- A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 807-833 (1862-1920). Black's History Pictures: *The "Modern England" Period* (2/6), may be used.
A *Social Life in England through the Centuries*,* by R. H. W. Hall (Blackie, 2/9), pp. 97-130. *Lord Kitchener*,* by D. Mackenzie (Blackie, 2/3), pp. 1-85.
B *The Story of Kitchener*,* by A. O. Cooke (Oxford Press, 1/4).

French History.

- A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 290-293 (1860-1920), to be contemporary with English History. *The Story of France*, by M. Macgregor (Jack, 12/6), may be used instead. *The Great War*,* by C. R. L. Fletcher (Murray, 6/-), pp. 66-98. Evans' *Political War Map of Europe, Asia, Africa** (4d.).

General History.

- A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/9), chapter 9. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 3/-), putting in illustrations from all the history studied during the term. *The Ancient World*,* by A. Malet (Hodder & Stoughton, 5/-), pp. 1-30.

Citizenship.

- A North's *Plutarch*, edited by P. Giles (Cambridge Press, 3/6): *Paulus Aemilius*. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Complete Citizen*,* by Dr. R. Wilson (Dent, 3/-), pp. 140-177.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 1-32. *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 13-46.

Geography.

- A The Ambleside Geography Books, Book III.* (4/-), pp. 277-315.
B Book III.,* pp. 103-147.
A & B *Round the Empire*,* by Sir George Parkin (Cassell, 3/6), pp. 122-151. *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 1-23. Phillips' *Atlas of Comparative Geography* (new edition, 3/-). Map questions to be answered from map in Geography Book and then from memory before each lesson. All Geography to be learnt with map. Children to make memory maps; see also tests under *Scouting*. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-) useful.

Natural History, etc.

- A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 4/6), pp. 147-182. Children should make the experiments where possible. Keep a Nature Note-book (P.N.E.U. Office, 8½d., and see *Home Education*). Make special studies for the season with drawings and notes. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Phillip, 2/6): *August to December*. [Furneaux's *Nature Study Guide* (Longmans, 6/6), may also be used for reference for out-door work.] See also tests under *Scouting*, *Parents' Review*, June, 1920.
A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 167-200.
B *Madam How and Lady Why*,* by Charles Kingsley (Macmillan, 6/-), pp. 232-270. *Jack's Insects*,* by E. Selous (Methuen, 2/6), pp. 84-106.

Picture Study.

- A & B Reproductions* of six pictures by G. F. Watts (P.N.E.U. Office, 2/-). Teachers see notes in the September *Parents' Review*, 1921.

Arithmetic.

- Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).
A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 4/-), pp. 119-128; 159-162. Much care with tables and rapid oral work.
B *A New Junior Arithmetic*,* pp. 24-33; 60-63 (additional examples), or continue.

Practical Geometry.

- A *Lessons in Experimental and Practical Geometry*,* by Hall and Stevens (Macmillan, 2/6), pp. 44-55. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

Latin.

- A *A First Latin Course*,* by Scott & Jones (Blackie, 2/6), pp. 44-65, each lesson to be followed by narration; or, better, *Young Beginners' First Latin Book** (Murray, 2/6), pp. 30-35; with corresponding exercises, questions, and vocabularies.

French.

- A Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 13-15 inclusive, with grammar and exercises.
B Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 4-6 inclusive, with grammar and exercises.
A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher study Siepmann's preface and phonetic exercises. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French.

Drawing.

- A & B Six (a) wild fruits, (b) studies of animals, that you have been able to watch, (c) children at play, in brush-drawing. Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)*: pencil must not be used.

Recitations.

- A & B Psalm 67, and two suitable passages of twelve verses each from (a) *Exodus*, (b) *St. Matthew's Gospel*. Two hymns. A scene from Shakespeare's *Macbeth*, or, forty lines from Tennyson.

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Shakespeare's *Macbeth** (Blackie; Plaintext Edition, 7d.). Kipling's *Poems* (Methuen, 1/-).
A Bulfinch's *Age of Fable** (Dent, 2/6), pp. 186-215. *Tom Brown's School Days** (Collins, 2/6). *Lord Kitchener* may be finished. Tennyson's *The May Queen*, etc.,* and *The Duke of Wellington* (Blackie, 4d. each).
B *The Heroes of Asgard** (Macmillan, 5/-), pp. 212-262. *The Jungle Book*, by R. Kipling (Macmillan, 3/-). Tennyson's *Charge of the Light Brigade*, etc.* (Blackie, 4d.).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

Programme of Music (Beethoven) to be heard: *Parents' Review*, September, 1921. *The Book of the Great Musicians*, by P. Scholes (Oxford Press, 4/6), may be used.

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/6 each,* complete with music 6/-). Two French songs. *A Book of French Songs* (treble only, Blackie, 7d. each), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 13-16, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 24-27 (Curwen, 2/6). Christmas carols.

Drill.

Syllabus of Physical Exercises (Eyre & Spottiswoode, 1/-), tables 37-40. *Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Skipping. Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. Make Christmas presents. *Simple Repoussé Work*, by E. J. Bradford (Charles, 1/6). *The Little Girl's (a) Sewing Book, (b) Knitting Book* (R.T.S., 2/6 each), or, very desirable, *Needlecraft in the School*, by M. Swanson (Longmans, 7/6); teacher read letterpress with discretion. Children make a garment (see the needs of the "Save the Children Fund," address: 29 Golden Square, Regent Street, W. 1.) Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under *Scouting* (*Parents' Review*, 1920). Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from

where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 8½d. each, and Cambridge paper for the Examination 2/6 for 4 quires (*not less*); envelopes to match 2/6 a packet. Also the School Badge (6/-), School Hat Band (4/6), and Ribbon 3/6 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

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FORM II., (A & B).

PUPILS' NAMES

Bible Lessons.

- I. A & B 1. How was Moses trained for his work ?
2. Describe the call of Moses to his life-work.
A 3. "Marvellous things did He in the Field of Zoan."
What do we know about this place ?
II. A & B 1. Describe the "Coming of the King."
2. Give a short account of the battle of the King after His
Baptism.
A 3. How did our Lord begin to found His Kingdom ? What
were some of its laws ?

Writing.

Write (A), four, (B), two lines of poetry from memory.

Dictation (unprepared).

Arnold Forster's *History of England*,—

- A Page 5, "Already . . . country."
B Page 4, "Suddenly . . . Christ."

Composition.

- A & B 1. Describe your favourite scene in *Macbeth*.
2. Describe the visit of the Prince of Wales to one of the
Indian cities.
3. Tell a story in prose, or verse, about one of the
following,—Baldur, Orion, "Mowgli," "Tom Brown,"
Lord Roberts, an aeroplane.

English Grammar.

1. Analyse, parsing the words in italics,—
"Sometimes on lonely mountain-meres
I find a *magic* bark ;
I *leap* on *board* : no helmsman steers :
I float till all is *dark*."
A Pick out Subjects, Predicates and Objects, and parse the
words in italics.
B Pick out Subjects and Predicates, and say what part of
speech each word is in line 3.

- A 2. Make three sentences, each containing one of the six kinds of words you have learned about.
3. Use the following words, in sentences, and say what work each does,—very, into, him, alas! although.
- B 2. Make sentences to show that the following words are sometimes nouns and sometimes verbs,—box, draw, cut, look, run, shake, station, round, stone, hand.

English History.

- A & B 1. Write a short account of King George, and show how he is a "sea-king."
2. What great discoveries have been made in the 19th Century? Describe one of them.
3. How did Lord Kitchener come to be called "Kitchener of Khartoum"? What did he do in the "Great War"?
- A 4. What do you know about the earliest schools in England?

French History and the Great War.

- A & B 1. Write a short account of the war of 1870 between France and Prussia.
2. Describe the siege and the fall of Kut in the Great War.
- A 3. Give some account of Lord Allenby in Palestine.

General History.

- A 1. "Therefore I am making you love literature as your mother," said a Scribe. Give some account of these Egyptian Scribes.
2. What do you know of the Sphinx and its history?

Citizenship.

- A 1. How did Æmilius conduct the war against the Ligurians at the time of an eclipse of the moon?
2. Give a short account of the government of a town.
- B 1. "We will pardon Horatius because he has done such great things." What great things had he done, and why was he pardoned?
2. What is meant by being a good citizen?

Geography.

- A 1. Draw a map of Kent, putting in boundaries, physical features, and chief towns. Describe the mouth of the Thames.
2. What are the Rapes of Sussex? Describe the Downs.
3. Give some account of the struggle for sea power between Rome and Carthage.
4. In what ways may Canada and Australia be compared?
- B 1. What do you know of (a), the "Black Country," (b), the Sow and the Pigs, (c), the Wye Valley?
2. Why is it necessary to keep the ocean highways guarded? How did England become policeman of the seas in the Great War?
3. Give a short description of Tasmania, and say where it is.

Natural History and General Science.

- A 1. Draw and explain a wind vane. What are the causes of the winds? How are land and sea breezes caused?
2. What do you know of the history and habits of the floating barnacles and the acorn barnacles? Give diagrams.
3. Describe, with diagrams, a trap-door spider and its nest, a water spider and its cell of air.
- A & B 3. Describe, with drawings, six wild fruits, or, three toadstools you have found.
- B 1. Why are sunsets and sunrises sometimes red? What is a rainbow?
2. Describe the creatures to be seen on a homeward bound voyage.
3. What do you know about (a), spiders that mimic flowers, (b), the Flower Mantis?

Picture Study.

Describe Watts',—

- A "Greed and Industry."
- B "Sir Galahad."

Arithmetic.

- A 1. If a form has 25 boys in it, how many boys would 16% of the form be?
2. A farmer carried all his hay in 12 days with 3 carts. How long would he take with only 2 carts?
3. If there are 15 lamps in a street 300 yards long, how many yards will 25 lamps illuminate?
- B 1. If one boy is 5ft. 4in., a second 5ft. 2in., a third 5ft. 3in., what is their average height?
2. In 1914 a German mark was worth 1/-. In 1920 it was worth 1d. How much should I have got for 125 marks in (a), 1914. (b), 1920?
3. It costs a father £19 : 10 : 0 a year (52 weeks) to give each of his boys 1/6 a week pocket money. How many sons has he?

Practical Geometry.

- A 1. By constructions with ruler and compasses draw lines making angles of 60°, 30°, 15°, with a given line A B.
2. Each of the angles at the base of a triangle is 65°, what is the vertical angle?

Latin.

1. Translate into English and retranslate into Latin,—page 50, § 94. "*In castra . . . consumunt.*"
2. Decline in the singular the nouns in these proverbs,—*rara avis*; *pax Romana*; *in nuce*; *sub iudice*; *ex (un)gue leonem*.
- or, 1. Conjugate the present subjunctive of *monere*, *regere*, *audire*.
2. Translate into Latin,—he has been ruled, we had been advised, they will be heard, you were heard, they should have been heard.

French.

- A 1. Describe, in French, the picture 14.
2. Use, in sentences, the feminine for *heureux, neuf, blanc, doux, sec*.
3. Translate into French,—Do I finish? He does not finish. Do we not finish? Do not finish.
- B 1. Describe, in French, picture 4.
2. Make sentences, in French, using,—*du, de la, des, il-y-a, a-t-il? il n' a pas*.

Drawing.

1. An original illustration from *Macbeth*.
2. A spray of spindle or other berries.
3. A man on a horse, jumping, galloping.

Recitations.*

Father to choose a hymn, a poem, or a scene from Shakespeare, and two passages from the Bible Lessons.

Reading.*

Father to choose an unseen passage, giving marks for enunciation.

Music.*

Examine in work done and report upon stage reached.

Singing.*

Father to choose an English, a French, and a German song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

N.B. 1.—Examination to begin on Monday, December 12th. Papers to be posted on Saturday, the 17th, *with no other enclosures*.

2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.